MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND BURNOUT

SYNOPSIS OF THE THESIS

Submitted by

Vimla Devi

Registration No.: **19RSEPHE002**

Under supervision of

Dr. Reena

In Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION
FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES, ABHILASHI UNIVERSITY
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Approved as submitted.
10/01/2022

Development of Research Tool on Occupational Stress is required

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND BURNOUT"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: Chail Chowk

Date: 14/12/21

Signature of the Scholar

Name of Scholar Vimla Devi

Forwarded by: Concern Supervisor

Place: Chailchowk

Date: 14.12.2021

Signature of the Supervisor

Name of the Supervisor
Dr. Reena

CERTIFICATE

This is to certify that the thesis titled **"MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND BURNOUT"** is an original piece of work done by Vimla Devi under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chailchowk

Date: 14.12.2021

Signature of the Supervisor

Name of the Supervisor

Dr. Reena

INTRODUCTION

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

The above-mentioned sentence exemplifies that education plays an important role in the individuals as well as their society and finally leads to a nation's development. This is a way for addressing the education providers and teachers as nation builders. Teaching is a full life profession. Education is the process by which people get knowledge, skills, habits, values, and attitudes. Education include both teaching and learning; sometimes people learn by teaching themselves, in which psychology plays a un matching role.

Education is a one based on other process, which drags a person out from darkness, poverty, and misery and leads him to the road of enlightenment, and prosperity and develops his individuality in all its aspects i.e. physical, mental, emotional, and social. Education is a creation of a sound mind in a sound body.

It awakes man's faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness, and beauty in which perfect happiness essentially lies. Education teaches adaptation to the environment, life and existence. It widens the mental horizon, thinking, thought process, and imagination. It allows one to adjust himself to the changing pattern of life.

Education is a multi-target process, which is not only an implication of social, economic, and cultural change in humanity but is also an important medium for grasping and promoting life-enhancing values among human beings. It un hides the latent potential among the people so that they can recognize truth, beauty, and goodness. Value education push mind and soul towards achieving equilibrium which enhances the personality and promotes mental and spiritual strength as well as clarity and resolution in one's aims. In reality, education is an ever-continuing and open-ended process and its true objective's to civilize humankind.

Once Mahatma Gandhi said that education is the all-round drawing out of the best in child and man-body, mind and spirit. This opens boundless possibilities. Education must be a process that harmonizes a person's inner reality with the outer

world, bringing about a change in both spheres. A seed left on dry soil will soon end, but if put into fertile soil, watered and manured, it eventually grows into a tree and produces sweet fruits. A child has much greater potential than a seed, but much depends on the way he is treated.

The educator is the most important part in any educational program. It is the teacher who is more responsible for the implementation of the educational process at any stage. The negligible amount of investment in improving the physical and educational facilities can improve education unless there is an adequate number of well-qualified teachers who can and willingly implement the educational procedure in such a way that it brings about the desired educational development of the students. It is always important for the teacher to be well prepared to do his/her work efficiently and effectively. The quality of a teacher depends, to a large extent, on the quality of teacher education received by him/her.

Teachers are the main pillars of the system of education. They develop the young people to build their nation with purpose and responsibility and conflict the challenges of tomorrow. They are social builders and custodians of the future. Since the attributes of teachers are largely dependent upon the quality of teacher education they receive, the onus of creating quality teachers ultimately rests with the teacher educators.

Teachers in school took pressure on their duties may change their pleasant emotional state to an unpleasant one. A teacher in that condition may not be able to handle the classroom situations with skills, then that teacher is said to be in stress. Stress is a common human phenomenon. Stress is human's result from difficult interaction between the events of life and the perception of those events by an individual.

The phenomenon mental health has been defined variously by scholars from different cultures. Concepts of mental health percept subjective well-being, perceived self-efficacy, autonomy, competency, intergenerational dependence and self-actualization of one's intellectual and emotional potential, among others.

Stress is currently a phenomenon that must be addressed in various work professions because of the complexity of present-day society. The teaching

profession is extra prone to escalate levels of stress. The daily meetings with students and coworkers, and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress.

MENTAL HEALTH

The phenomenon of mental health is as old as human beings. Mental health interrelate those behaviors, perceptions and feelings that indicate a person's overall level of personal effectiveness, success, happiness, and excellence of functioning as a person. Mental health is a group of steps that shows the extent to which the person has been able to meet environmental demands – social, emotional, or physical. A person with good mental health shows homogenous organization of desirable attributes, healthy values and righteous self-concept and a scientific perception of the world as unity.

Mental health presents a kind full approach towards self and others. It is an important part that influences an individual's various activities, behavior, happiness and performance. However, when he/she finds himself/herself trapped in a condition he/she does not have matching coping strategies to deal effectively, he/she gets himself/herself in mental strained. This mental strain is eventually reflected in symptoms like anxiety, tension, restlessness or hopelessness among others. If it is felt for long time and too extensively by the person, these symptoms may take a definite form representing a given illness. Mental health, therefore, must not be evaluated with mental illness. It is the study of pre-illness mental state of a person. Mental health sometimes represents a psychic condition, which is characterized by a peaceful mind, harmony and contentment.

Mental health is the ability to cope with one's environment and secure some degree of satisfaction from working and living accompanied by the promise of hope for the future. The concept of mental health is complex and comprehensive. A person is said to be mentally healthy when his mind or personality is functioning effectively and he is free from emotional disturbance. A mentally healthy person is self-confident and hopeful about himself. A well-adjusted mentally healthy individual has integrated his basic needs with the demands of social living and has high

frustration tolerance without being seriously disorganized. Mental health has two terms: individual and social.

The individual term of mental health means that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts, tensions or inconsistencies in his behavior. He can achieve successfully to the changing needs and demands of the environment. He finds mind fullness, success and happiness in day-to-day work. The social aspect of mental health connotes that mental health is the result of social force influencing the individual that starts with the formative years and continuing throughout his life. It is due to these aspects the individual can make personal and social adjustments. We can say that the mental health stands for a balance that is dynamic. A person with good mental health is one who is in harmony with his own self and consequently with those around them.

'Mental Health' constructed from two words 'Mental' and 'Health'. In general, Health means sound condition, or well-being or freedom from diseases. 'Mental Health' therefore may refer to a sound mental state of psychological well-being or freedom from mental diseases. It is referred that a sound body possesses a sound mind and a sound mind exists in a sound body. So, mental health is the full and harmonious functioning of whole personality. A person is said to be physically fit when his body is functioning well and he is free from pains and troubles. Same to same, a person is said to be in great mental health when his mind or personality is functioning effectively and he is free from emotional and psychological disturbances. Various definition are given by different scholars to explain the term mental health.

John Sutton and Webster defined mental health, "It is a good but quantitative quality of life. It is a state which is characteristics of the average person who meets the demands of life on the basis of his capacity and limitation."

White House Conference Preliminary Report (1930) says, "well Mental Health may be defined as the adjustment of individuals to themselves and to the world at ease with a minimum of effectiveness, satisfaction, cheerfulness and socially acceptable behavior and the ability of facing and accepting the realities of life."**(1930)**

According to Bowers, "well Mental health meant to such parameters of making a decision of responsibility following one's abilities of finding success, satisfaction and happiness in the accomplishment of everyday task of living effectively, with others and showing socially considerable behavior."

Mental health is an important component of the total health of a person because it is both cause and effect of other types of health. Mental Health may be defined as "behavioral characteristic" of personality. There are five types of health i.e. physical, emotional, moral, spiritual, and social health. The phrase mental health consists of two words "mental" and "Health", Health means that body and mind are working efficiently and harmoniously. It aims at the balanced personality which can be adequate, emotional maturity and balance between his needs and circumstances. If a person maintains equilibrium and coordinates with the changing situation and is acceptable as a member of his society, it is defined as mental health. Mental Health includes personality temperament, behavior and character.

Maslow, "Well Mental health meant to be freedom from disabling and disturbing factors that comparable with mental efficiency, emotional stability or peace of mind."**(1954)**

Hadfield ,Well Mental health is the full and harmonious functioning of the entire personality." **(1952)**

Goldsmith (1979), "Mental Health is the ability to manage everyday demands and conditions including the emotional aspects without excessive stress and strain.

Mental Health stands for a balance that is acceptable. A person with good mental health is one who is at harmony with his own self and consequently with those around him. Mental Health is the term used to elaborate how well the individual is adjusted to the demands and opportunities of life. The ideology of mental health is complex and comprehensive as it may be claimed that a person is in good mental health when his mind or personality as a whole is functioning effectively and he is free from emotional disturbances.

FACTORS AFFECTING MENTAL HEALTH

Mental health is the quality to maintain adjustment with difficult conditions. A mentally healthy person can adjust himself with his attempts and environment for the progress of himself, his family and society. There are both favourable and un- favourable points which must affect the mental health of individual.

1. HEREDITY FACTOR

It provides the potentialities or raw material of the the individual. It sets the attributes for his mental health. Investigation have shown that heredity can predispose a person to the development of a different type of mental illness when he is placed under excessive stress. Wallin said, “Defective heredity may enhance a fertile soil for the development of nervous and mental diseases but so far as minor personality maladjustments are concerned heredity supplies only a predisposing condition.”

2. FAMILY FACTOR

A child’s development starts in family. The changed social opinions influence family. Family disintegration is the wider factor. When both parents are employed, the condition of the child is even worse. About 80% mental illness in India is due to poverty. Tension is one of the most important factors in the mental illness of the children. Tension in the family can have adverse impact on the child also the parents from their opinion of high ideals without considering the individual difference of the children, where the means to realize them too are absent. There is either complete freedom or unnecessary tough control. It enhances mental adjustment.

3. SOCIAL FACTOR

Social factors pertain to the society in which the individual lives, the interactional processes and his social functioning with other persons. Every individual is born in to a society which influences the content of his behavior. In the influence of society on the child is not favourable, and then he becomes mentally ill. There pervades struggle for existence in the modern life. Man generally feels insecure. The rate of national development is so slow that man finds it difficult to live life in the present times. It enhances mental tensions.

4. INFLUENCE OF THE SCHOOL ENVIRONMENT

Mental health is a state of a good person in which a person understands his or her own abilities, can deals with the normal stresses of life, can work fruitfully, and is able to make a contribution to his or her community. It is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of well-being and underlying belief in one's own and others' dignity and worth. Young people go through a transition in teenage and one of the biggest issues they will face affecting mental health and social identity.

Mental health is often described as that state in the interrelationship of a person and his environment in which the personality is relatively calm and the environmental stressors are its absorption capacity. Mental health of educator is a condition in which they are effective in their work, take pride and satisfaction in the activities they pursue, manifest cheerfulness in the performance of their duties and are humanely considerate of their pupils and other colleagues.

While efficiency in teaching may give the teacher a feeling of happiness and fulfilment, a lack of teaching efficiency may prompt a teacher to develop low self-esteem and hence lead to stress and eventually deterioration in mental health.

Health is undoubtedly an indispensable quality in human being. Enlightened emancipated, and empowered persons lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the bellow beings. The teachers are considered the best part of human resource of a nation and play vital role in building educational institutions. The policies and practices of an educational institution is dependent upon various factors like human resources, infrastructure, management and demands from the community. Teachers not only from best human resource but also are the torchbearers in creating social cohesion, nation integration and a learning society. They disseminate knowledge, create, and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its

people and along with that dew status to the educationists long with their stature and profession.

STRESS

Stress is a term in biology and psychology, first coined in the biological context in the 1930s, which has become commonly used in popular parlance in more recent decades. It refers to the failure of an organism - animal or human – to respond appropriately to physical or emotional threats, whether real or imagined.

Stress commonly include a condition of alarm and adrenaline production, resistance as a coping exhaustion and mechanism,, as well as muscular tension, irritability, inability to concentrate and a numbers of physiological reactions such as elevated heart rate and headache.

Stress is a feeling that's appears when we react to some events. It's the body's which is rising to a challenge and ready to meet a tough situation with focus concentration, stamina, strength, and heightened alertness.

The events that provoke stress are term as stressors, and they cover a full range of situations-everything from outright danger to making a class presentation and taking a semester's values your toughest subject.

The human body react to stressors by activating the specific hormones and nervous system. Many signals the adrenal glands to produce hormones adrenaline and cortical and release them through the bloodstream. These hormones boost heart rate, blood pressure, breathing rate, and metabolism. Blood vessels open wider to let extra blood flow to large muscle groups, activating our muscles on alert. Pupils dilate to increase power of vision. The liver releases stored glucose to increase body's energy. And sweat is release to cool the body. All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment.

This reaction is known as the stress response. Working properly, the body's stress response to enhances a person's ability to perform well under pressure. But

the stress response can cause problems when it overreacts or unable to turn off and reset itself properly.

Educators not only have the stress of dealing with so many diverse children on a daily routine. They are also charged with helping and educating to mold these children into productive members of society. With rules, guidelines, regulations, and performance expectations all around educators can have high levels of stress. The job is very trending in that it has hardly any end.

Quite often educators must take their work home at night or on the weekends in order to be ready for the next class section. The summer break that so many teachers looked forward to has start to disappear as well with many schools beginning to adopt tight schedules which require yearlong school sessions with no more than one nine weeks' vacation built in.

OCCUPATIONAL STRESS

Occupational Stress is stress at duty. Stress is defined physical and physiological effects on a individual (or thing). Stress is physical, mental or emotional strain or tension or a situation or factor that can cause this. Occupational stress appears when there is a discrepancy between the requirements of the workplace/environment/ and an individual's ability to carry out and clear these demand. A stressor can lead the body to have a physiological in which it turn will result on a strain on a person mentally as well as physically. One of the main reasons of occupational stress is work hard and overload. Occupational stress is caused by an increased workload without addition of employees to take on that extra work. Instead the increased amount of workload is given to the current employees to finish in same time span that they would be asked to finish their standard and regular workload but stress doesn't always happen immediate or that are over quickly. Long-term events, like cooperating with a divorce or moving to a new neighbors or school, can cause stress, too.

Long-term stressful conditions can produce a lasting, minor stress that's hard on people. The nervous system detects continued pressure and may remain slightly activated and continue to pump out extra stress hormones over extended

period. This can make body's reserves, leave a person feeling depleted or overwhelmed, awaken the body's immune system, and cause other many problems.

Occupational stress can be term as the physical and emotional response that appears where worker perceives an disturbance between their work demands and their ability and/or resources to meet these requirements or in plane words it is the harmful physical and emotional phenomenon that can occur when there is conflict between work demands on the employee and the amount of control and employee has over meeting these requirements.

Occupational stress is a term used to explain ongoing stress that is related to the workplace. The stress might have to do with the responsibilities with the work itself, or be caused by states that are depends in the corporate culture or personality conflicts. With other forms of tension, occupation stress can ev affect both emotional and physical well-being if not managed effectively.

According to Margolis and Kores (1974) “Occupational stress is a state worth interacting with worker parameters is to maintain psychological and physiological homeostasis. The causal situation states are job stressors and the disrupted homeostasis is work related stress.”

By all definitions it clears that profession of teaching has a prestigious place in all professions. A teacher is a kingpin in the whole system of education. Almost every cultures of the civilized world considered their teachers in high esteem. They are names like Mentor” “Master” “and “Guru”. To achieve this status teacher goes throughout the history of civilization and have come up to the expectations of the world around them. Most philosophers of the past who are still remembered because they had their disciples and coordination with their students.

Times changed where the societies and cultures become drastically diversified, but the tasks of an educators are primarily the same, which is the transfer of wisdom and knowledge to the next generation. As change in cultural norms and traditions in the societies there has been a dramatic change in the expectations from an educators Some of these changes have limited the measures

which a teacher in the past could exercise in disciplining a student and some have put additional burden on teachers in respect their preparation of lessons and adopting and maintaining their teaching styles. This is because most of the school systems prefer to maintain uniformity in all of their branches.

Teaching has become a very demanding work with a lot of stresses for an educator who has most of deadlines to meet and many responsibilities to shoulder of education of child what are in a text book.

TEACHERS AND STRESS

In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be a sufficient cause for stress for an individual. But in the case of a teacher it is multiplied by other factors as well.

Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top. The report, The Scale of Occupational Stress: further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves 'highly stressed', while 58.5% came into a 'low stress' category, while 36% of teachers felt the effects of stress all or most of the time. This is indeed an alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress. The figures from teacher’s support line, USA, show different reasons that cause distress to teachers:

- stress, anxiety and depression 27%
- conflict with managers or colleagues 14%
- pressure of workload and excessive changes 9%

- loss of confidence and performance anxiety 9%
- relationship, marital and family problems 5%

This shows that the highest percentage is job related stress that can wreck a professional teacher personally while discharging his duties.

OCCUPATIONAL STRESS AND TEACHER

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers.

The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized.

In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load.

Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmers of the organizations of educations.

With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

According to Schwab and Iwanicki (1982), occupational stress in teachers can lead to a variety of negative outcomes including emotional exhaustion, feelings of depersonalization, and a sense of failure with one's personal accomplishment--a condition the authors refer to as "burnout." Burnout is one of the major reasons that teachers leave the teaching profession, a loss that results in added costs in training and hiring for the field of education (Niles & Anderson, 1993). In other words, the negative outcomes of teachers' occupational stress can be both internal and external.

Because of the negative outcomes associated with occupational stress, many studies have attempted to better understand the phenomenon of occupational stress as it relates to education. These studies have found that degree of stress can differ as a function of several variables. For example, Mo (1991), in a study examining for relationships among secondary school teachers' levels of occupational stress, personality type, and social support, found that burnout was greater among teachers new to the profession, teachers with more personal (non-job related) stress in their lives, teachers who lacked strong social support systems, and teachers with type a personality.

Similarly, in his study of occupational stress and teaching, Borg (1991) identified four factors that contributed to teachers' level of occupational stress.

Most people never realize the amount of stress that teachers deal with on a daily basis. They think, "Wow, my kids can be holy terrors. It's a good thing I can drop them off at school and get a break." What they never stop to consider is the poor teacher at the other end of that ride to school who has to deal with everyone else's holy terrors.

They don't just have one or two problem children. They usually have an oversized classroom full of them. While a child may be relatively behaved at home they may become quite unruly while at school due to the lack of enforceable reprisal. So how about some stress management for teachers?

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. This will discuss the areas from which occupational stress originates. Next, the outcomes of stress will be discussed, followed by an examination of the classifications of stressors. The remainder of the discussion will be focused on the aspects of organizational communication and recommendations for prevention of occupational stress and stress management.

CAUSES OF STRESS

GENERAL FACTORS

Working with national curriculum, teacher appraisal, lack of authority and sanctions for disciplining students, threats of school closure, media portrayal of teachers and inability to reconcile different roles i.e. of teacher, guide, counselor and social worker, conflict at home and work, attack on pride by rude pupils, financial pressures, and declining status in the community.

THE ROLE OF MANAGEMENT

Feeling of being used or manipulated, being seen as willing workhouse, lack of flexibility in times of need, too much emphasis on paper work, lack of support from management, sexual discrimination and not knowing if you are doing a good job, lack of good pay and promotional aspect etc.

SCHOOL POLICY AND ETHOS

Lack of consultation, fear of speaking one's mind, no clear boundaries of responsibility, adopting to change, fear of abuse from parent, break, lunch and after school duties, covering for absent colleagues, fear of losing your job etc.

WORKING CONDITIONS

Large Classes, crowded staff areas, poorly lit rooms, lack of resources, working on school matter during vocations, rewards don't match efforts.

THE PUPILS

Lack of co-operation from pupils, racial problems, pupils using bad language, pupil answering back, verbal abuse from pupils towards staff and attitude of pupils towards authority, attack on pride by discourteous students.

CAUSES OF STRESS FOR TEACHERS

From the outside teaching seems all together a different job with summer vacations, winter vacations and spring breaks. But considering everything that a teacher has to go through everyday all these days off do not do much to get a teacher back in the right frame of mind. According to a research the major causes of teacher stress are:

- Excessive working hours
- Excessive workload
- Rising class sizes
- Pressures due to OFSTED inspection
- Changes in curriculum & courses
- Changes to assessment & testing requirements
- Poor management
- Workplace bullying
- Crumbling schools
- Pupil misbehavior
- Risk of violence from pupils, parents and intruders
- Lack of support with bureaucracy, form filling and routine tasks
- Lack of job security due to redundancy and fixed term contracts
- Lack of control over the job
- Burden of providing cover
- Threat to early retirement arrangements

- Denigration of profession by politicians & media
- Lack of public esteem

EFFECTS OF STRESS

Stress is considered as an involuntary response to a dangerous situation. When we face a situation which our brain is incapable of handling, it puts the body on alert by producing hormones which are required in fight or flight situation, which are:

- Increased blood pressure.
- Rapid heartbeat.
- Reduced blood supply to the skin.
- Cessation of digestive activities.
- Increase perspiration.
- Additional release of sugar and fast into the system to coup up with the additional energy requirement.
- Decrease in immune system's functions to preserve it for later action.

All these actions are a perfect requirement if we come across a physically stressful situation, like being attacked by a large predator, but most unbefitting in a classroom scenario.

All these actions which are mentioned above have a very long lasting negative effect if these stressful situations are to become frequently occurring feature. They may lead to the following serious and even fatal conditions:

- Depression and anxiety.
- Alcoholism.
- Drug dependency.
- Congenital heart diseases.
- Stress related Diabetes.

REMEDIAL MEASURES

Some elements of stress are intrinsic while others are situational in the profession of teaching. The teacher has to understand how to cope with those which are intrinsic, while the situational ones can be managed with experience and common sense.

INDIVIDUAL MEASURES

When a person decides to adopt the teaching profession, he or she during the training phase must realize the demands of this profession in terms of effort involved and in terms of time investment. The workload on a teacher will always be great and everything will always be bracketed by a very tight time schedule. A teacher has to be punctual and able to meet the deadline without fail. A teacher will have to always face the criticism of parents of the weak students and face the school board with a different set of problems.

A sensible teacher must know where to draw a line to prevent his social and personal life from being absorbed by his professional life. Though it is very difficult to leave the stresses of the school in the office and not let it affect their personal life, but there are methods which can help a teacher to reduce these effects.

ADOPT A HOBBY

It is very important for a teacher to have a hobby which is totally different from he teaches at school. Music, gardening, hiking and painting are a few examples of hobbies which a teacher may adopt. These can give them an outlet and take their minds off from the problems that they face at school. This is one way of getting the day's stress off from their minds.

ADOPTING HEALTHY HABITS

It is very important for a teacher to maintain a healthy lifestyle. Cutting back on bad habits like drinking and smoking will not just make you a healthy person, but will also make you a role model for your students and other faculty members as well. For a healthy living follow the following:

- Stop smoking as it will help you stay healthy.

- Reduce caffeine intake will help you stay focused and reduce stress
- Eat breakfast as it is the most important meal of the day as it will help you stay healthy
- Avoid junk snacks and eat right
- Don't let your life just roll by itself. Set realistic goals in life and then pursue them.
- Make it a point to visit the guidance counselor, as it can help you identify any underlying psychological or behavior problem related to workplace stress.
- Worrying unnecessarily can be a big source of stress. So cut back on worrying as that will reduce your stress.
- Learn and practice anger management as it will help in managing stress.

BURNOUT

Burnout is a situation in which teachers are emotionally exhausted, become detached from their work and also feel unable to accomplish their goals. The alienation they feel drives many of them to think about leaving their jobs, to seek out opportunities, to become trained for new careers and actually to quit. Burnout leads to increased absenteeism and decreased quality and quantity of job performance.

Charles Figley Ph.D., defines, "Burnout is being physically and emotionally exhausted as a result of long-term stress."

Edelwich and Brodsky (1980) defines burnout as a progressive loss of idealism, energy purpose and concern as a result of condition of work.

According to Maslach and Jackson, 1981, burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment, Emotional exhaustion refers to feelings of being emotionally overextended and having depleted one's emotional resources. Depersonalization refers to a negative, callous and detached attitude towards the people one works

with, i.e. patients, clients or students. Reduced personal accomplishment refers to someone's negative self-evaluatio0n in relation to their job performance.

Maslach and Lieter (1998) stated that Burnout occurs when energy, involvement and effectiveness erode into fatigue, cynicism and an inability to function productively.

REVIEW OF RELATED LITERATURE

Every researcher has to go through and present a review of the literature related with his research problem. Research takes advantages of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problem which are directly or indirectly related to a study proposed the research journal, books, dissertation, theses, and other resources of information of the problem to be investigated is one of the important steps in the planning of any research study. A review of the related literature must precede any well planned research study. Man is only animal that can take advantage of knowledge which has been preserved or accumulated through the centuries or since the origin of man. Human knowledge has the three phases: preservation transmission and advancement. This fact is of particular importance in research which operates as a continuous function of ever closer approximation to the truth. The investigator can ensure that his problem vacuum and that considerable work have already been done on topics which are directly related to his proposed investigation.

STUDIES RELATED TO MENTAL HEALTH, OCCUPATIONAL STRESS AND BURNOUT

Singhvi and Singh (2004) studied on mental stress: role of personality dimensions and feeling of crowding as mediating variables in inside dense area. The purpose of the present investigation was to see the effects of feeling of crowding and personality dimension as mediating variables, on mental stress in areas of high inside density. A sample of 135 couples was selected randomly from areas of high inside density. A test of Mental Stress by Powell (2000), scale of feeling if crowding by U.C. Jain (1983) and Maudsley Personality Inventory (MPI) by Eysenck (1959) were used to measure mental stress, feeling of crowding and personality dimensions respectively on the basis of personality dimensions and feeling of crowding, different groups were identified. It was found that high feeling of or crowding, introversion and neuroticism lead to higher levels of mental stress, but there was no significant interaction between feeling of crowding and personality dimensions.

Sabu and Jangaiah (2005) made a study on adjustment and teachers stress. The present study under taken on a sample of 60 secondary school teachers to measure the adjustment and stress. Two instruments were used to collect data. the first one was the Adjustment Scale of Teachers Developed by PVSR Raju and the second instrument was the Teachers Stress Scale developed by DVVK Raju. Both the tools are of Likert type having 75 to 60 statements respectively. The study revealed that the teachers with high adjustment experience low stress and the teachers with high stress have low adjustments. There is a significant difference between the male and female teachers in stress. The female teachers have high stress.

Shukla (2008) conducted a research on burnout and stress among secondary school teachers in relation to their teaching effectiveness. In the present study sample was drawn from eleven secondary schools, from these schools total of 93 secondary school teachers responded to stress, Burnout and teaching effectiveness questionnaires. The Maslach Burnout Inventory (M.B.I). teaching Stress Survey (TSS) of M. Mishra, Teaching Effectiveness Teacher's self-Evaluation Rating Scale of M.N.D. Silva tools were used by the researcher. Pearson's Product Moment Co-efficient of correlation, one-way ANOVA, t- test, and fisher's "Z" parametric statically techniques were used by researcher. There is significant correlation between teaching effectiveness as perceived by students and teachers perceived burnout due to frequency of personal accomplishment was established. There is no significant correlation between experience stress of no significant correlation between experienced stress of teachers and teaching effectiveness as perceived by students. Significant correlation between teachers experienced stress and teachers perceived burnout due to intensity of emotional exhaustion was established. There is significant difference in the relationship between perceived burnout due to intensity of emotional exhaustion and teaching effectiveness as perceived by students on the basis of subjects taught for language subjects and science subjects. There is no significant difference in the relationship between teachers perceived stress and teaching effectiveness as perceived by teachers on the basis of teacher's Qualification, Experience, Subjects taught, Type of School and Age.

Arora and Satiya (2010) studied on organizational role stress among teachers. The present study was on attempt to examine the organization role stress of secondary

school's teachers. 400 teachers were randomly selected from various schools. To measure the organizational role stress of teachers, Organizational Role Stress Scale standardized by Dr Udai Pareek (1983) had been used. The result of the study revealed that teachers have average degree of role stress. Besides it, government and private teachers differ significantly with regard to their role stress. Gender did not play and significant role while measuring their stress. While urban teachers show higher degree of stress when compare with their counterpart. Findings of the study suggest that private organization should provide healthy environment to their teachers so that they may become friendly with them. Besides it, organizations should arrange various stress coping programmer so that they may become more cool, energetic, spontaneous, mentally and physically fit for ever. Findings of the study will be beneficial in uplifting the standard of education and its teachers.

Kumar and Reddy (2010) identified the effect of gender, locality of residence and level of educational mental health status among high school and college going students. A study was undertaken on 600 high school and college going students to find out the effect of gender, locality and level of education on Mental Health status. Mental Health Status Inventory developed and standardized by Jagdish and Srivastava and used to assess Mental Health status of the subjects. Results revealed that there was significant difference between gender locality and level of education on mental health status of students. Intermediate students are better adjustment than high school students.

Basu (2011) investigated on teaching efficiency and mental health of primary school teachers. The present study was undertaken to study the impact of teaching efficiency on the mental health of primary school teachers. A sample of 225 primary school teachers from Rohilkahnd region was selected. Mental health Inventory and Teaching Efficiency Scale were employed to collect the requisite data which was analyzed using mean, S.D. and t- test. The findings of the study revealed that efficient teachers exhibited significantly better mental health as compared to the inefficient teachers. When demographic factor such as gender, length of teaching experience and locality were considered, efficient teaching were found to be in possession of significantly better mental health them their inefficient colleagues.

K. Barwal, Sangeeta (2011) conducted a research on education stress and its management. In the present study the author points out that stress among students is a Universal phenomenon and the teacher plays an important role in helping the adolescent to enhance tolerance to stress and manage their stress successfully.

Kaur and Kaur (2011) conducted a study on teachers: stress and coping." In the present study the authors suggested to some measures which could prove beneficial in coping with stress sin teachers (i) Promote and share collective responsibility (ii) Service Security (iii) Let each teacher justify his moral decisions (iv) Resolve the conflict at the work place (v) Time management (vi) Develop a good sense of humor (vii) Eat balanced meal (vii) Improve self-esteem (ix) Develop effective communication skills (x) Listen to one's body (xi) Breathing Exercise (xii) team teaching (xiii) Developing art of life satisfaction (xiv) Practicing Yoga and meditation (xv) Listening Music (xvi) Learning to accept responsibility (xvii) Managing through mental skills (xviii) seeking social support (xix) Exercising self-control.

Somasundaram and Rajkumari Amirtha Gowri (2011) studied on mental health status of adolescent students. A normative survey method was used for the present investigation. A sample of 350 students was selected by simple random sampling technique. It included 175 boys and 175 girls. The tool is a questionnaire with 55 items, standardized by Jagdish and A.K. The findings revealed that the majority of the sample has average level of mental health. Students from government aided schools, girls' schools and children who have parents working in private concerns enjoy better mental health than others.

Dubey and Rathod (2012) investigated job stressors and personality. In the present paper an attempt has been made to study whether there is any relationship between personality type and job stressors of teachers. For this purpose, a sample of 122 higher secondary school teachers was selected randomly. They were administered two tests namely: (i) Indore Teachers Stressors Scale and (ii) Maudsley's Personality inventory. The findings of the study indicate that Job Stressors effect extrovert and introvert teachers equally.

Kaur and Sachdeva (2013) studied the organizational role stress among elementary teachers in relation to gender. The present study highlights that gender difference exists in an organization. The study is conducted on 140 elementary school teachers. The descriptive survey method was used for the conduct the present study. The following tools was used to collect data for the present investigation. Organizational Role Stress (ORS) scale by Udia Pareek (1983) and the results indicate that female teachers exhibit more organizational role stress as compared to their male counterparts. This may be due to the reason that women play a dual role in our society.

Duggal and Goyal (2014) conducted a research on burnout of school teachers in relation to life satisfaction and mental health. The purpose of this study was aimed at burnout of school teachers in relation to life satisfaction and mental health and interrelationship of burnout, life satisfaction and mental health. To achieve the objective of the study Maslach's Burnout Inventory Scale, Life Satisfaction Scale by Dr. (Mrs) Promila Singh and Mental Health Checklist by Parmod Kumar were administered on a sample of 200 school teacher who were randomly selected from different educational institution and different area. Descriptive statistics was used to analysis the data. The t- Value was applied. Analysis revealed no significant mean difference in burnout of school teachers according to gender, area and type of institution. No significant mean difference exists in life satisfaction of school teachers according to gender, area and type of institution. No significant mean difference exists in mental health of school teachers according to gender, area. A significant mean difference exists in mental health of school teachers according to the type of institution. A relationship was found between life satisfaction and burnout, mental health and burnout and life satisfaction and mental health.

Garg and Joshi (2014) investigated a correlational study on occupational stress and mental health. In the present study 120 faculties were interviewed and they responded on two standardized scale i.e. Occupational Stress Index (OSI) and Employee Mental Health Index (EMHI). The study had shown a clear positive correlation between occupational stress and mental health.

Kaur (2014) identified the study of academic stress of +1 students in relation to school environment. The study is limited to students of +1 Class only, two Govt. and two Private schools. Scale of academic stress by Abha Rani Bisht (BBSS) and scale of School Environment by Dr. Karuna Shankar Mishra (1924) were given together to the students after concluding from the study that the majority of the students have average level of academic stress the author inferred that in modern times students have taken stress particularly academic stress as an accomplice in their lifestyle.

Pachaiyappan and Raj (2014) conducted a research on mental health of secondary and higher secondary school teachers – an analysis. Survey method has been used in the present study. Mental Health inventory (MHI) was used for collecting the data. 130 secondary and higher secondary school teachers were chosen for the study. The data was analyzed using mean, standard deviation 't' – test and one-way ANOVA. The study reveals that the Government school teacher's mental health and higher secondary school teacher's mental health is higher than their counterparts. Gender wise analysis shows that female teachers mental Health is higher than male teachers.

Gorsy and others (2015) investigated the mental health among government school teachers. Survey method has been employed and Mental Health. Index (MHI) was used for collection the data. 100 secondary and higher secondary school teachers were secondary and higher secondary school teachers were included in the study. The data was analyzed using descriptive analysis and to find the differences from gender and locations t-test was applied. The t-values reveals that significant gender differences exist among government school teachers and male school teachers were found better on mental health than their female counterparts. Additionally, teachers posted at schools located under urban area were found higher on mental health ad compared to teachers posted at schools located under rural areas.

K.S. and Taj (2015) made a study of mental health of secondary school teachers in relation to their job satisfaction and job stress. In the present study the sample comprised 450 secondary school teachers 150 from each of the three types of school managements namely government, private aided and private unaided including male and female mental health inventory developed and standardized by Jagdish and by

A.K. Srivastava in the year 1983 was used. In the present study Job satisfaction measured by Job Satisfaction Inventory Indiresan 1974 and Job stress questionnaire by Clark adapted and standardized by Basavaraju. Major findings of the study were; the mental health and job satisfaction of secondary school teachers are dependent of each other. The dimension of Mental Health i.e. positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Job satisfaction of secondary school teachers are dependent on each other. The environmental mastery and job satisfaction of secondary school teachers are not dependent on each other. The Mental health and Job stress of secondary school teachers are dependent on each other. The dimension of mental health i.e. Positive self-evaluation, Perception of Reality, Autonomy, Group Oriented Attitude, Environmental mastery and Job stress of secondary school teachers are dependent on each other. The dimension of Mental health i.e. Integration of personality and Job Stress of secondary school teachers are not dependent on each other.

Narayanamurthy and Suribabu (2015) studied a study mental health of secondary school teachers in Visakhapatnam district of Andhra Pradesh. Normative survey method was adopted in this study. The investigator had used simple random sampling technique for selecting a sample of 530 secondary school teachers from 39 schools in Visakhapatnam District of Andhra Pradesh state. Mental Health Inventory (M.H.I.) was developed and standardized by Dr. Jagdish and Dr. A.K. Srivastava. The inventory consists of 56 statements. Major findings of the study were, type of management of secondary school teachers makes a significant difference in their mental health teachers working in government, local body and private unaided secondary schools differed significantly in their mental health. Secondary school teachers who are attended number of orientation programs do not make a significant difference in mental health locality of se4condary school teachers makes a significant difference in their mental health.

Singh (2015) studied the mental health status of teachers in secondary school education in India. 100 senior secondary school teacher in private and government schools are included. Following standardized tool were applied during the investigation, to know the nature of sample background, personal data sheet was self-prepared for recording items like gender, marital status, residential status, and

type of school, whether private or government Teachers Mental Health Inventory Scale was used (15) for present investigation, to know the mental health, problems of the teachers. Study reveals that both male and female teachers have some level of mental health problems. The study also reveals that the unmarried teachers score higher on mental health inventory scale than married one. The study results also reveal that the teachers in government schools feel healthier and safe as compared to counterpart in private schools. The study also reveals that rural and urban school teachers face the same level of mental health problems and no significant difference is visible. There are little facilities in rural areas schools, whereas, urban schools have other reasons for stress, therefore, equally facing mental health problems.

Lal Kumar (2016) investigated a study of teacher stress among school teachers. The sample was selected using random sampling techniques. The sample included 85 male and 115 female school teachers in Vellore district, Tamilnadu. Rama's teachers stress self-rating fie point scale developed and standardized by Dr. Krishnan Raju (1994). Finding suggest that there is no significant difference between teacher's stress irrespective to gender, age, educational qualification, management and teaching experience towards school teachers.

Kumara (2017) studied the teacher effectiveness of secondary school teachers in relation to their mental health, stress and job satisfaction. A sample of 320 teachers working in government and private secondary schools were selected using random stratified sampling technique in urban and rural areas respectively. The teacher effectiveness scale of Kulsum (2000), Mental Health Inventory prepared by Jagdish and Srivastava (1983), Occupational stress index designed Srivastava and Singh (1981) and the job satisfaction scale of Meera Dixit (1993) were used to collect the data. In this study the impact of the various variables was analyzed using means, SD analysis of variance (ANOVA) t- test as part of statistical techniques. The study revealed that there is no significant impact of mental health and stress of teacher's effectiveness. Nevertheless, the present study showed that there is significant impact of job satisfaction on teacher effectiveness.

Saravanan and Muthul Lakshmi (2017) investigated a study on occupational stress among teachers of higher secondary schools in Nagappattnam District. The

scale used in the study has been developed by researches 60 Private school teachers and 60 government school teachers have participated in the present study. At the end of the study it was seen that private school teachers have less occupational stress levels than government school teachers. There is a meaningful difference in the stress level points of government and private higher secondary teachers. Policy-makers are advised to analyses the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress.

Singh and Katoch (2017) studied occupational stress of secondary school teachers. In the present study an attempt has been made to measure the occupational stress of secondary school teachers of district Mandi in Himachal Pradesh. A sample pool of 200 secondary school teachers from the government schools were randomly taken. The relevant information from the sampled subjects were collected through the standardize occupational Stress index. It was found that the secondary school teachers generally had occupational stress having high, moderate and low levels. further significant differences were found in the occupational stress of male and female secondary school teachers.

Nikhat (2018) made a study on occupational stress of secondary school teachers working in Hyderabad district." The present study aimed at finding out the secondary school teachers. Descriptive survey research was used. The sample consisted of 300 secondary school teachers. Occupational Stress scale developed by Meenakshi Sharma and Sativinder Kaur (2014) was used for data collection. Data was analyzed by t-test. Results indicated that secondary school teachers. The female teachers were found to be highly stressed compared to their male counter parts. With regard to marital status no significant difference was found. The highly experienced teachers were found to be more stressed. The salary earned was also found to be contributing to teacher's stress.

Sharma, (2018) investigated a study of job involvement of senior secondary school teachers in relation to their mental health. The study was conducted on 150 teachers of senior secondary schools (males & females). Mental Health Inventory developed by Dr. Jagdish and Dr. Srivastave. Job involvement scale developed by Prof.

Santosh Dhar and Upinder Dhar were used for data collection. There is significant relationship between job involvement and mental health of senior secondary school teachers. There is no significant difference in job involvement of male and female senior secondary school teachers having poor mental health.

Selvavinayagam and Kaviarasu (2019) investigated occupational stress among the teachers of the primary schools in Dharmapuri district. The scale used in the study has been developed by researchers. 370 aided school teachers and 240 Government teachers have participated in the present study. Results showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Bodiwala and Chaithani (2020) made a study of occupational stress among private and government school teachers. Purpose sampling technique was used to select sample of 120 school teachers equally divided according to the gender and type of school teachers. Occupation Stress Scale (Masaud Ansari, Sajid Ali Khan and Shah Mohd Khan, 2017) was used to measure occupational stress. The results were statistically analyzed using Mean. S.D. and 't' test used. The findings result that there was no significant difference between male and female school teachers. Significant difference was found between private and government school teachers stress than government school teachers.

Kumar (2020) made a study of mental health during Covid-19 pandemic among teaching & non-teaching university employees. The sample of the present investigation consisted of one hundred ten employees comprising teaching (n=55) and non-teaching (n=55) which were randomly selected from different departments of VKSU, Ara, Bihar and its constituent colleges located at in and around Ara. A standardized mental health inventory was administered individually on the sample by contacting on mobile and social media during COVID out breaks. This inventory also consists of 56 items covering 6 dimensions such as self-evaluation, perception of reality, integration of personality, autonomy and stability, growth oriented attire and environmental mastery. In this inventory high score indicates good mental

health. Results revealed significant difference between means of two groups of teaching and nonteaching employees as t-value was found statistically significant at .01 level of confidence although, teaching employees has been found to have better mental health as compared non-teaching employees during COVID-19 pandemic. Finally, such discrepancy of results has been discussed in detail by giving probable reasons.

SIGNIFICANCE OF THE STUDY

Mental health problem of teachers interested researches in many fields during the past few decades. The teachers burn – out problems have caused mental health problems and adjustment to categories of intellectuals. Reforms and improvement of any system is possible only when a careful study is made to discover the main causes and remedial actions based on the finding are applied. The cause of mental health has acquired a great need in the present situation of Indian education system. The effects of stress and mental health problems vary from individual to individual depending upon such variables, as personality, gender, age, location, type of institution and family background. Nowadays, teaching faculty work in an environment that requires them to meet multi expectations from students, parents, and the management. The issue of mental health of students as well as teachers received considerable attention from various quarters, especially from the government and private institutions. Lack of mental health may lead to unhappiness, failure, misery and even insanity among individuals. In the light of this, present study has been taken up to study the mental health and stress among secondary school teachers. Today's life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation.

This increase negative orientation to work is probable due to the fact that man no longer finds meaning or a sense of him/herself in the community or as freud

(1962) ones suggested, but which does not see to exist today, his work at least gives him a secure place in a portion of reality in the human community. It is because of the dramatic changes that have taken place in society over the last decade or two that work and life stress have become more immediate focal points of interest. This interest has reflected itself in an ever increasing research orientation into occupational stress, the impact of life events, stress with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation of stress, it was felt that we should 'step back' and reflect on what should or needs to be done, that is to focus on priorities or issues or problem areas of importance.

Teachers are one of the most important factors in the teaching and learning and their burnout levels have an influence on student' learning and attitudes towards discipline and school. In our country, we know very little about burnout level of teachers, their mental health and their life satisfaction. The study will reveal how far the teachers are aware of reasons of burnout, the principles of mental health and how far they are satisfied in their life. The study will explore how far the teachers' awareness about burnout is related to their life satisfaction and mental health. If the teachers are aware of the principles of mental health, they would be able to reduce the level of burnout, perform their job satisfactorily and feel satisfaction in their life. But in our country, very little is known as to what is the level of burnout of school teacher, how is their mental health, how far the teachers are satisfied in their life, and knowledge of the principles of mental health contributes to their life satisfaction and reduces the level of burnout. It is from this gap in our knowledge that the problem of the study has emerged.

Stress has become a major concern of the modern times as it can cause harm to the teacher's mental health and teaching performance. One of the most important reasons the stress has generated so much of interest is that stress involved in the etiology of both physiological and psychological illness.

Now a day's mental health is becoming very important area for teachers and it is necessary to keep their mental health balance for the development of the students. So, in this study investigator study among stress which is effect on the

mental health of teachers and how to reduce stress, to keep teacher's mental health in balance for the development of the students and as well as them self's.

STATEMENT OF THE PROBLEM

The problem selected for research may be defined as under.

"MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND BURNOUT."

OBJECTIVES OF THE STUDY

The study will be conducted to achieve the following objectives: -

1.) To study the level of mental health, occupational stress and burnout among secondary school teachers.
2.) To study the gender – wise difference among secondary school teachers with regard to their mental health.
3.) To study the difference in mental health of secondary school teachers with regard to their level of occupational stress.
4.) To study the interaction effect of gender and level of occupational stress on mental health of secondary school teachers.
5.) To study the locality – wise difference among secondary school teachers with regard to their mental health.
6.) To study the interaction effect of locality and level of occupational stress on mental health of secondary school teachers.
7.) To study the difference in mental health of secondary school teachers with regard to type of institution.
8.) To study the interaction effect of type of institution and level of occupational stress on mental health of secondary school teachers.
9.) To study the difference in mental health of secondary school teachers with regard to their level of burnout.
10.) To study the interaction effect of gender and level of burnout on mental health of secondary school teachers.

11.) To study the interaction effect of locality and level of burnout on mental health of secondary school teachers.

12.) To study the interaction effect of type of institutions and level of burnout on mental health of secondary school teachers.

HYPOTHESES OF THE STUDY

1.) There will be no significant gender – wise difference among secondary school teachers with regard to their mental health.

2.) There will be no significant difference in mental health of secondary school teachers with regard to their level of occupational stress.

3.) There will be no significant interaction effect of gender and level of occupational stress on mental health of secondary school teachers.

4.) There will be no significant locality- wise difference among secondary school teachers with regard to their mental health.

5.) There will be no significant interaction effect of locality and level of occupational stress on mental health of secondary school teachers.

6.) There will be no significant difference in the mental health of secondary school teachers with regard to their type of institutions.

7.) There will be no significant interaction effect of type of institutions and level of occupational stress on mental health of secondary school teachers.

8.) There will be no significant difference in mental health of secondary school teachers with regard to their level of burnout.

9.) There will be no significant interaction effect of gender and level of burnout on mental health of secondary school teachers.

10.) There will be no significant interaction effect of locality and level of burnout on mental health of secondary school teachers.

11.) There will be no significant interaction effect of type of institutions and level of burnout on mental health of secondary school teachers.

DELIMITATIONS OF THE STUDY

- The present study will be confined to five districts namely Mandi, Kullu, Bilaspur, Hamirpur and Shimla of Himachal Pradesh.

- The study will be confined to the teachers of government and Private secondary schools of Himachal Pradesh affiliated to HPBOSE.
- The present study will be delimited to one dependent variable i.e. Mental Health and five independent variables namely gender, locality, type of institutions, occupational stress and burnout.

OPERATIONAL DEFINITIONS OF THE KEY TERM USED: -

1.) MENTAL HEALTH: -

Mental Health consists of two words 'Mental' and 'Health'. 'Health' generally means sound condition, or well – being or freedom from disease. 'Mental Health' therefore may refer to a sound mental condition or state of psychological well – being or freedom from mental diseases.

2.) OCCUPATIONAL STRESS: -

Occupational stress is particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behavior of people, which ultimately results in personal and organizational inefficiency. Occupational stress can be describing as a condition where occupation – related factors interact with the worker to change his or her psychological or physiological condition, so that the person's mind and /or body is forced to deviate from its normal way of functioning.

3.) BURNOUT :-

The burnout syndrome is described as emotional exhaustion which is the result or chronic stress and particularly occurs in people who are in contact with other people professionally. It comprised three components: emotional exhaustion, depersonalization and lack of personal accomplishment/achievement.

4.) SECONDARY SCHOOL TEACHERS: -

In the present study, secondary school teachers are those teachers who are teaching in government and private secondary schools of district Mandi, Kullu, Bilaspur, Hamirpur and Shimla, which are affiliated to HPBOSE.

5.) GENDER:-

Gender refers to male and female secondary school teachers of Himachal Pradesh.

6.) LOCALITY:-

In the present study locality refers to rural and urban secondary school teachers of Himachal Pradesh.

7.) TYPE OF INSTITUTIONS:-

In the present study, type of institution refers to government and private secondary school teachers.

RESEARCH METHODOLOGY

For conducting the present investigation, descriptive survey method of research will be used :-

SAMPLING

The representative unit of the population is called a sample. In the present study, a convenient sample of secondary school teachers will be drawn from five district of Himachal Pradesh by using multistage sampling procedure. At first and second stage, the researcher will select five districts of Himachal Pradesh randomly and also will select the educational blocks on the basis of convenience to the researcher. At the third stage the list of secondary/high/middle school in each educational blocks will be prepared and will be selected randomly. At last and end final stage the teachers will be selected from schools by using convenient and incidental sampling technique. In all the researcher will make efforts to include at list 600-700 teachers.

RESEARCH TOOLS TO BE USED

1.) For measuring the mental health of secondary school teachers, "Mental Health Inventory" by Dr. Jagdish and Dr. Srivastava will be used.

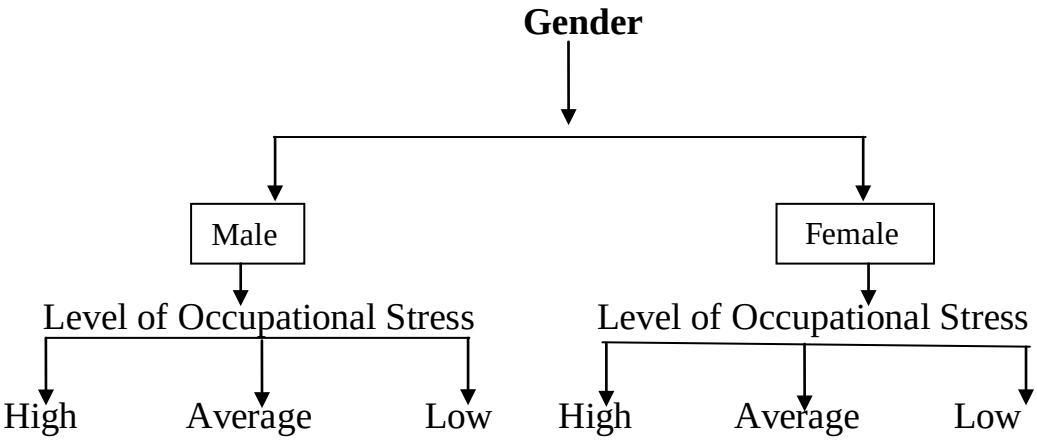
2.) To measure the occupational stress among secondary school teachers " Teacher Occupational Stress Inventory" will be developed by the investigator herself.

3.) To find out the level of burnout among secondary school teachers, a standardized tool "Teachers' Burnout Scale" by Madhu Gupta and Surekha Rani will be used.

DESIGNS OF THE STUDY

(i) Gender and Level of Occupational Stress

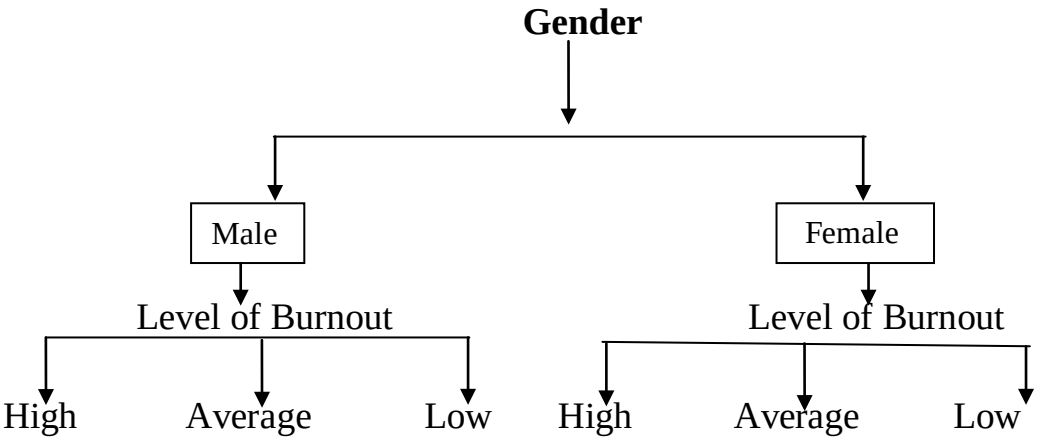
(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

(ii) Gender and Level of Burnout

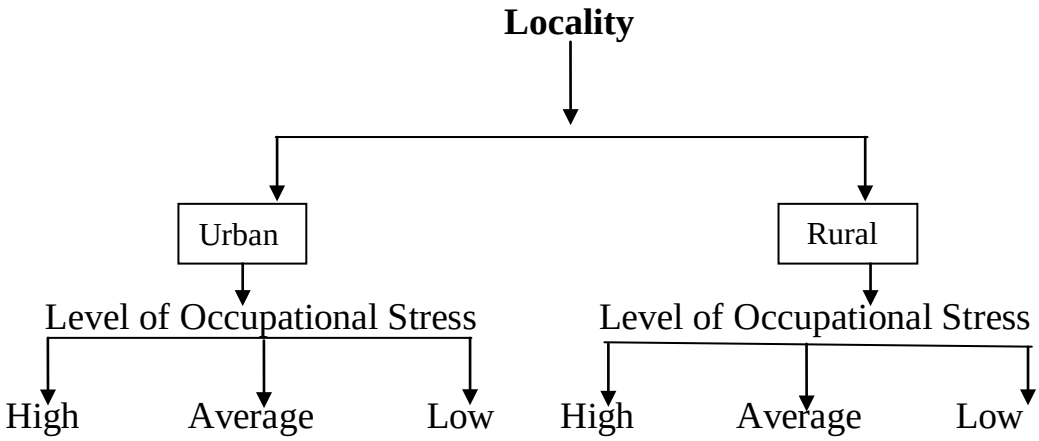
(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

(iii) Locality and Level of Occupational Stress

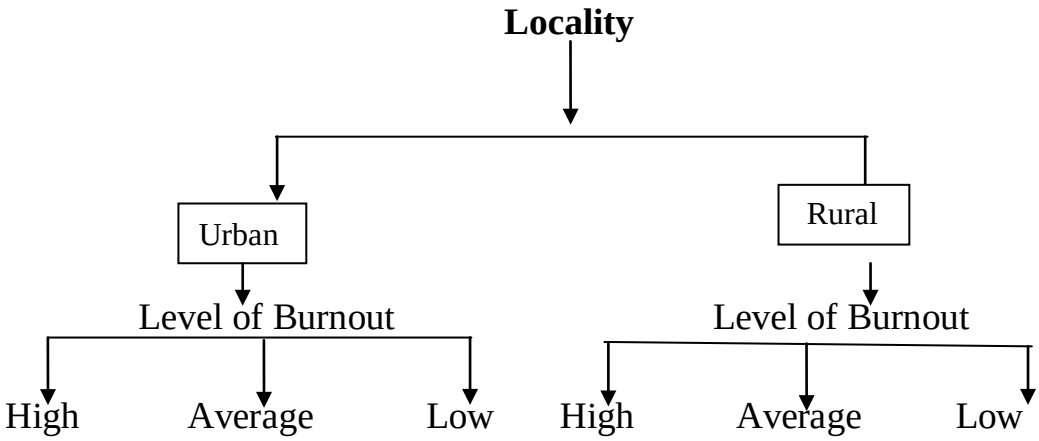
(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

(iv) Locality and Level of Burnout

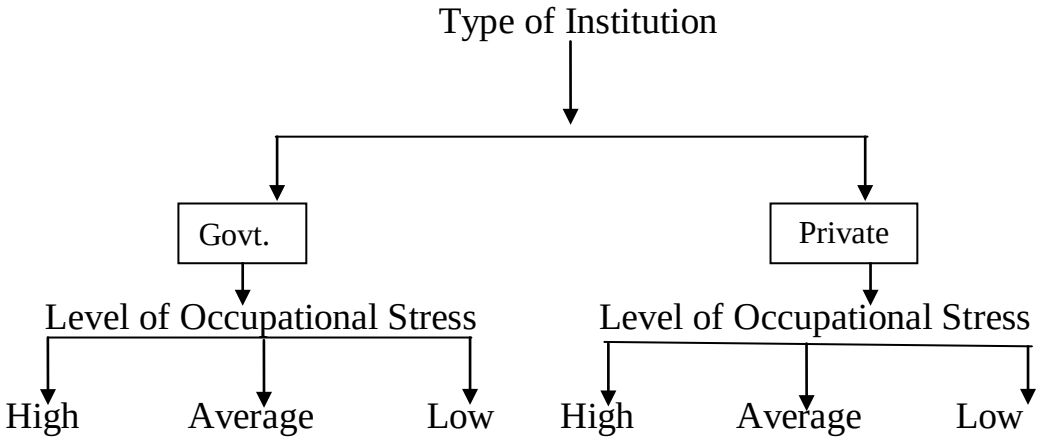
(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

(v) Type of Institution and Level of Occupational Stress

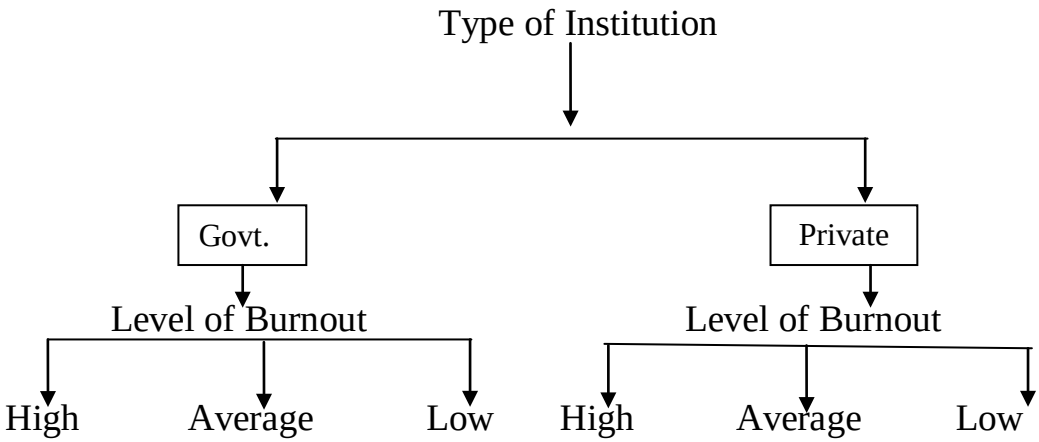
(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

(vi) Type of Institution and Level of Burnout

(2x3 Factorial Design)



(Scores on Dependent Variable for all six groups)

STATISTICAL TECHNIQUES TO BE USED

To study the levels of mental health occupational stress and burnout of secondary school teachers, certain descriptive statistics like mean, median, mode, SD, skewness and kurtosis will be calculated.

In order to study the main and interactional effects of gender, locality, type of institution, occupational stress and burnout on the mental health of secondary school teachers, the statistical technique of analysis of variance (ANOVA) will be used.

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